

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas Education for Homeless Children and Youth				
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act			FOR TEA USE ONLY <small>Write NOGA ID here</small>
Grant Period:	September 1, 2018, to August 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR -3 PM 2:32 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, April 3, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
Alief ISD	101-903			
Vendor ID #	ESC Region #			DUNS #
1-74-6000019	4			031861214
Mailing address	City	State	ZIP Code	
4250 Cook Rd.	Houston	TX	77072	
Primary Contact				
First name	M.I.	Last name	Title	
Zack		Ward	Grants Specialist	
Telephone #	Email address		FAX #	
(281) 498-8110	zachary.ward@aliefisd.net		(281) 498-4051	
Secondary Contact				
First name	M.I.	Last name	Title	
Tyra		Walker	Director of Counseling	
Telephone #	Email address		FAX #	
(281) 498-8110	tyra.walker@aliefisd.net		(281) 498-4051	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
HD		Chambers	Superintendent
Telephone #		Email address	FAX #
(281) 498-8110		hd.chambers@aliefisd.net	(281) 498-4051

Signature (blue ink preferred)

Date signed



3/28/2018

Only the legally responsible party may sign this application.

701-18-109-062

Schedule #1—General Information

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application. For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances requirements</u> .

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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- | | |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 101-903			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Alief ISD is applying for the 2018-2019 Texas Education of Homeless Children and Youth grant to help remove barriers to success and promote school stability for our growing number of students experiencing homelessness. Alief's Homeless Department, under the direction of the Counseling Department, currently consists of two licensed social workers who perform all duties related to the McKinney-Vento Homeless Education Assistance Act, as well as render services for homeless and unaccompanied students beyond those legal requirements. The importance of the social worker positions is magnified by Alief's rapidly growing homeless population. Per 2016-17 end-of-year PEIMS data, Alief has 1,864 homeless and unaccompanied students, up from 1,028 the beginning of that year. The most current snapshot shows 2,410 homeless students (and anecdotal evidence suggests that the actual number is significantly higher), which is nearly a 140% increase from the beginning of the previous year. That drastic spike in identified students results in a significant case load for the district social workers. The social worker role is imperative to the stability and success of the district's homeless and unaccompanied youth; moreover, the positions serve as a critical piece of Alief's overarching goal to support student achievement and development at all levels, and in all demographic subpopulations.

- Leaders from the Counseling Department and the Federal Funds Department developed the budget of \$139,800 based on the prescribed amount on the grant eligibility list. The entire budget is allocated to payroll costs for two licensed social workers to perform all duties. The budget includes \$116,273 for salary and \$23,527 for fringe benefits.
- Alief ISD is comprised of mostly minority students – 53% Hispanic, 29% African American, 12% Asian. Additionally, 85% of our students are economically disadvantaged, 78% are at-risk, and 44% are English language learners. Currently, 2,410 Alief students are coded as homeless. Within the homeless population, 50% are African American, 41% Hispanic, 4% Asian, and 3% White, while 98% are economically disadvantaged and 92% are at-risk. Alief's Homeless Department staff works to identify, enroll, and support (emotionally, physically, and academically) homeless and unaccompanied students, following the requirements of the McKinney-Vento Homeless Act.
- The needs assessment process is part of the continuous improvement cycle. The Director of Counseling works with the Homeless Department social workers and other central staff, as well as the Director of Curriculum & Instruction and Area Superintendents, to determine success and areas for growth each year. The team identifies and analyzes potential data sources, including the required performance measures, and builds a needs assessment based on evidence and a forward thinking mentality. The Director of Counseling determines the efficacy of the needs assessment, and works collaboratively with Homeless Department staff and other central instructional leaders to assess and change the process as needed.
- Alief's Counseling Department and Homeless Department staff is led by experienced professionals – the Director of Counseling and two licensed social workers – who will work in conjunction with the Accountability Coordinator to provide attendance and data collection expertise, campus registrars to ensure enrollment and proper coding, and campus counselors to provide necessary academic and social-emotional support services. Central staff will also work with community partners - such as Communities in Schools, American Logistics Company (ALC), and Backpack Buddy, among others – to provide necessary services related to counseling, mental health, transportation, and nutrition. The Director of Counseling and the social workers, along with the Homeless Liaison Assistant, will meet monthly throughout the grant period to ensure the program receives consistent, high-quality management.
- The program will participate in the same continuous improvement cycle utilized by all of Alief's campuses, departments, and programs. The Homeless Department team will collect data on all required performance measures during the grant period. Data-driven decisions will ensure that students are continually making progress, and that staff are well-trained and equipped with strategies that aid in identification of homeless students and effectively support the growth and development of all students. The Texas Student Data System (TSDS) studentGPS Dashboard will be used to track proper coding of students and attendance trends. The social workers and the Accountability Coordinator will track eligible student enrollment and attendance data through monthly reports in TSDS.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- Alief's application completely and accurately answers all statutory requirements. The proposal includes a description of activities, services, and programs that address the needs assessment. These activities cover registration and enrollment, community awareness, collaboration with neighbor districts to render transportation services, special transportation services, attendance reports and interventions, individual student meetings, summer programming, tutoring and other academic interventions, and community partnerships. The proposal identifies a dozen community and in-district partnerships and the services provided by each. The proposal describes how funds are used to establish a district Homeless Department, and details the services rendered by that department as they identify and support homeless students. The Title I set-aside amount of \$25,000 is established based on budget and expenses from the previous year and projected needs, and provides the transportation, support services, and materials not funded through McKinney-Vento. Goals and objectives tied to homeless services, including activities using Title I set-aside funds, are detailed in the District Improvement Plan. Alief is current with all required policies and procedures.
- Alief's application completely and accurately answers all TEA requirements. The district's identification process is detailed, including use of the Student Residency Questionnaire, staff trainings on potential indicators of homelessness, and community awareness and outreach efforts. The proposal includes a description of training and professional development efforts using materials from the Texas Homeless Education Office (THEO) and the National Association for the Education of Homeless Children & Youth (NAEHCY), as well as McKinney-Vento law and fact sheets. Alief trains registrars, counselors, nurses, and administrators on identifying homeless students. Alief Homeless Department staff attend the Texas Homeless Network conference each year, and also collaborate with community partners on awareness and identification training. The social workers collaborate with the Data & Accountability Department and other Counseling Department staff to track academic performance and to identify and remove barriers to academic success and maintain a steady promotion and graduation track for all homeless students.

Alief ISD's mission is to prepare students for tomorrow while caring for them today. Homeless and unaccompanied youth have significant needs that go beyond the classroom walls, and the district has built a department dedicated to the stability and success of these students. Alief's licensed social workers go above and beyond the requirement of the law to assist these children in need, and their work is vital to the growth, development, and overall safety of our homeless student population. These positions have historically been funded through the McKinney-Vento grant as previously administered by THEO. Due to budget constraints affecting public education statewide, there are no local funds available to support the social worker positions. After grant funding ends, Alief will leverage Title I set-aside funds, and will also continue to pursue grant opportunities to support our homeless and unaccompanied youth.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)

Grant period: September 1, 2018, to August 31, 2019

Fund code/shared services arrangement code: 206/295

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$139,800	\$	\$139,800
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$139,800	\$	\$139,800
Percentage% indirect costs (see note):			N/A	\$	\$0.00
Grand total of budgeted costs (add all entries in each column):			\$139,800	\$	\$139,800

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$139,800
Percentage limit on administrative costs established for the program (8%):	× .08
Multiply and round down to the nearest whole dollar. Enter the result.	\$11,184
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 101-903		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker	2	0	\$116,273
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15 ESC specialist/consultant			\$
16 ESC coordinator/manager/supervisor			\$
17 ESC support staff			\$
18 ESC other			\$
19 ESC other			\$
20 ESC other			\$
Other Employee Positions			
21 Title			\$
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$116,273
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112 Substitute pay			\$
26 6119 Professional staff extra-duty pay			\$
27 6121 Support staff extra-duty pay			\$
28 6140 Employee benefits			\$23,527
29 61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs		\$23,527
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$139,800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 101-903		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$0.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 101-903		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$
Grand total:		\$0.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 101-903		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$
Grand total:		\$0.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 101-903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	2,410	98%	
Identified homeless students	2,410	100%	Based on most current PEIMS snapshot
Students identified homeless with a 5A Crisis Code	48	0.2%	
Students identified homeless with a 5B Crisis Code	2	<0.1%	
Students identified homeless with a 5C Crisis Code	177	0.7%	
Attendance rate for identified homeless students	NA	91.25%	
Attendance rate for economically disadvantaged students	NA	91.25%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
130	200	192	215	218	212	169	204	163	152	212	127	117	99	2,410

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment is essentially the cornerstone of the continuous improvement cycle. The Counseling Department assembles annually in the late spring to begin formulating a needs assessment plan. The process begins with identifying strengths and successes from the current school year. These findings are summarized with a descriptive review of each item/area of strength. Data analysis is an integral component of this process. The instructional leadership team identifies each data source that was used to assess strategies and determine progress. The team performs a thorough review to ensure all strategies required by state and/or federal law are included, as well as data for all grant funded programs and activities.

Once all strengths are identified and matched against the current goals, the discussion turns to opportunities for growth or newly identified needs. Changes in student population, curriculum, state and federal guidelines, staffing, and funding all impact our needs assessment. Identified needs are prioritized based on our firm belief that first line instruction is the most important factor in reaching kids and achieving success. The team prioritizes needs by considering feasibility, funding, staffing, and student and community impact. For Alief's homeless population, student success and achievement remains the main target, but the district prioritizes the immediate safety and stability for each student by determining the current living situation and immediate needs for transportation, nutrition, and clothing. The priority for homeless students is to quickly remove as many barriers as possible to foster an environment where they can succeed academically.

Alief's demographic makeup of largely underrepresented subpopulations also impacts our needs assessment. The Counseling team always considers our high need student populations - Economically Disadvantaged (85%), At-Risk population (78%), Limited English Proficient (44%) – when making decisions. The Alief community is also highly mobile, and has many first generation college students, single parent households, and apartment dwellers. Additionally, our students and families speak more than 80 languages and dialects. Understanding our student and family population is critical in creating, choosing, and delivering programs that meet the needs of a region as diverse as ours. The delivery of homeless services is based on consideration of a homeless student population that is currently comprised of more than 2,400 students, 98% of whom are economically disadvantaged. 92% at-risk, and 97% from a minority ethnic subgroup. To assess and address the needs of the homeless population, district Homeless Department staff meet in the fall to analyze data from the previous school year, including summer programming data. In these meetings, staff reflect on strategies that proved successful and areas that require improvement to properly support homeless students. A comprehensive needs assessment is developed, including needs for identification of students, the intake assessment process, transportation, identification of living situation, nutrition, and staffing.

Homeless Department staff coordinates with the Accountability and Assessment Department to run monthly attendance reports and annual academic performance reports. Attendance data is compared to data from the previous year, and Alief aims to maintain an attendance record for homeless students that remains within 5% of the regular student population. Academic performance gaps are identified through data analysis, including a comparison to data from the previous year and performance data from the regular student population. To prepare homeless students for achievement on STAAR, Homeless Department staff use the data analysis to make appropriate referrals to counseling and tutorial services at the student's campus. When needed, Homeless Department staff will hold academic interventions with the student and their parent/guardian.

For needs related to housing/shelter, Homeless Department staff holds individual meetings with homeless students to assess their needs and assist with referrals to community partners that will help secure housing/shelter.

While the formal needs assessment process is initiated in the fall, prior to the start of a new school year, Homeless Department staff continually assesses and addresses needs throughout the year as populations change and as needs change. The continual needs assessment process targets the removal of barriers for homeless students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Alief ISD needs to ensure that all homeless students are able to fully enroll in a campus and be fully participating in the school in order to protect their rights.	The grant ensures that Alief ISD hires staff and creates a department that protects the rights of the McKinney-Vento students. Staff ensures that all homeless students have access to equal education regardless of their living situation. Social workers host annual trainings for registrars and administrative staff to ensure they are compliant. They post informational McKinney-Vento posters on all campuses and local community businesses.
2.	Alief ISD needs to provide transportation to those students who are in transitional living situations, just as it is provided for students that are in a stable living situation.	Transportation services are offered to our homeless students if they are needed. The transportation department routes our students through school buses, or other alternatives, such as American Logistics Company (ALC). Metro cards are also made available to families and students.
3.	Alief ISD needs to close the gap in attendance rates of homeless students when compared to the 'all' student group by providing referrals to social services that will support attendance.	Social workers monitor student attendance, and monthly attendance reports are run to help identify students that miss excessive days. Social workers communicate with students and families to provide them resource guides and referrals, and to monitor their attendance. Social workers also work with the accountability department to flag students at risk of truancy and to avoid future truant students.
4.	Alief ISD needs to close the performance gap on state assessments between homeless students and the general population.	Social workers communicate and partner with the counseling department of Alief ISD in order to monitor the students' state assessments scores and to provide the department with resources for homeless students. Social workers also implement the TEXSHEP summer program to provide our students with another opportunity to receive tutorials that target passing the state assessment free of cost.
5.	Alief ISD needs to provide resources, or referrals, for those students who are lacking basic needs, such as food, uniforms, school supplies, clothes, and toiletries.	Social workers work with students one-on-one to identify all needs and provide referrals to appropriate services. Social workers make partnerships with organizations to provide basic need items, such as food, water, clothes, and toiletries.

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Schedule #14—Management Plan

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Counseling	Master's Degree in Counseling; five years of counseling experience; three years of central office leadership experience; mid management certification preferred
2.	Social Workers	Bachelor's Degree in Social Services; valid social work credentials; three years of social work experience preferred; experience working with diverse cultural and economic backgrounds
3.	Homeless Liaison Assist.	High School Diploma; paraprofessional certification; at least 15 hours of college credit or at least three years of general clerical experience
4.	Director of Federal Funds	Bachelor's Degree; aptitude for mathematics and accounting; knowledge of entitlement and competitive grant processes; skills in regulation interpretation and information dissemination
5.	Accountability Coordinator	Master's Degree preferred, teacher certification, at least five years of teaching or counseling experience, knowledge of state and federal accountability systems

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Intake assessments for qualifying students	1. Determine current living situation	09/01/2018	08/31/2019
		2. Comprehensive review of needs	09/01/2018	08/31/2019
		3. Determine and prioritize services needed	09/01/2018	08/31/2019
		4. Medical needs assessment	09/01/2018	08/31/2019
		5. Ongoing case management	09/01/2018	08/31/2019
2.	Enrollment at the campus	1. Locate and/or obtain legal documentation/ID	09/01/2018	08/31/2019
		2. Coordinate with campus registrar for enrollment	09/01/2018	08/31/2019
		3. Follow up with campus to ensure equitable access	09/01/2018	08/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Provide special transportation services	1. Assess living situation	09/01/2018	08/31/2019
		2. Work with ALC to transport qualifying students	09/01/2018	08/31/2019
		3. Coordinate with area districts for bus transport	09/01/2018	08/31/2019
		4. Issue temporary city bus cards (METRO passes)	09/01/2018	08/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Provide nutrition services	1. Coordinate with campus to ensure free breakfast	09/01/2018	08/31/2019
		2. Coordinate with campus to ensure free lunch	09/01/2018	08/31/2019
		3. Partner with Backpack Buddy to send food home	09/01/2018	08/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Hold special events for homeless students	1. Christmas toy drive benefitting homeless students	11/26/2018	12/21/2018
		2. Prom event w/ donated dresses, gift cards, tickets	04/02/2019	05/31/2019
		3. Purchase caps and gowns for all homeless seniors	04/02/2019	05/31/2019
		4. Back to school drive for supplies & uniforms	09/01/2018	09/28/2018
		5. Seasonal events throughout the year	09/01/2018	08/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alief ISD follows a continuous improvement planning model to ensure that decisions are based on data, and that strategies are research-based and evaluated for effectiveness. The plan is developed collaboratively with district and campus staff, as well as parents and community members. Included in the planning process are, among others, content-area leadership groups, community committees, the district Instructional Leadership Team, the district Educational Improvement Council, and the Superintendent's Council. The final plan is submitted to the Board of Trustees for approval. This district's continuous improvement cycle consists of an ongoing process of building readiness, collecting and analyzing data, setting goals based on data, investigating research-based practices, making action plans, implementing and monitoring plans, and evaluating effectiveness and sustaining efforts. The continuous improvement cycle is a fluid process and the district's formal plan is posted publicly on the district website. District instructional leaders meet annually to analyze the previous year, and set goals for the upcoming year based on collected data and results. In addition to data, goal setting and subsequent strategies are directly tied to Board priorities and feedback from the Board and Superintendent's Council. The Counseling Department formally presents their program and data to the Board annually, which gives district leadership and the community transparent access to the department. The Homeless Department, a branch of the Counseling Department, meets regularly throughout the year to analyze progress toward goals and objectives, and completes regular formative reviews and an annual summative evaluation. The department conducts bi-annual trainings for campus registrars and counselors, as well as Communities in Schools counselors, that covers changes in law and/or requirements, and keeps staff abreast of important initiatives within the department. Homeless students and parents have extensive one-on-one and group interactions with department staff throughout the year, starting with the initial intake and needs assessment process. Community members can view the district improvement plan on the Alief website, pertinent information on the Counseling website, and are invited to Board meetings and can opt to receive a monthly Key Communicator newsletter.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alief currently employs two social workers dedicated to serving homeless students. Their goal is to work hand-in-hand with qualifying students and families to remove any barriers to academic success and allow for an educational experience commensurate to that of their peers. The social workers, along with a full time homeless liaison, are dedicated to the success of Alief's homeless population. They conduct case management, including a psycho-social intake, coordinate transportation and nutrition services, including working with the accountability department to locate and transport the homeless student and bringing them to school until special transportation services are arranged, and providing them with basic necessities such as food, clothing, and sanitary products. Department staff works with a growing list of community partners to provide more direct services to homeless students, and they work to expand current partnerships to create more community awareness of homelessness and the needs of homeless students. Homeless Department staff facilitates several important events throughout the year, going above and beyond the requirements of McKinney-Vento. They organize a back to school drive, a Christmas toy drive, a prom event where community partners donate dresses and gift cards for hair/nails, purchase caps and gowns for graduating seniors, as well as other seasonal events. The social workers leverage partnerships with local organizations such as American Logistics Company (ALC) for special transportation, Backpack Buddy to send home backpacks filled with food, local organizations that assist with establishing housing or shelter, food banks, mental health services, and medical care. The department uses the Student Residency Questionnaire (SRQ) throughout the year to ensure proper identification and rendering of services for all homeless and unaccompanied youth. Furthermore, the district is committed to providing equitable services to all homeless students across the academic spectrum – general education, special education, ESL, bilingual, gifted and talented, career and technical education, etc. Alief's Board of Trustees is committed to the success of all students, regardless of their personal obstacles, and the Homeless Department staff lives this commitment in their daily efforts toward the homeless student population.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Number of identified homeless students	1.	Intake assessments for every student
		2.	Monthly analysis of data in Texas Student Data System (homeless coding)
		3.	
2.	Monthly attendance reports	1.	Homeless student attendance stays within 5% of regular population
		2.	Compare attendance to previous year's data at mid-year and end of year
		3.	Student Residency Questionnaire (SRQ) analysis
3.	Promotion and graduation rates (academic performance)	1.	Graduation rate greater than 90% for homeless students
		2.	Students pass courses, remain on graduation track, achieve promotion
		3.	Students receive necessary academic support services (tutor/mentor/etc.)
4.	Summer Programming	1.	All homeless students pass all courses
		2.	Achievement on STAAR after participation in tutorials, other support serv.
		3.	Credit recovery and course completion to remain on graduation track
5.	Transportation services for homeless students	1.	Coordinate with ALC for special transp. – serve 100% of students in need
		2.	Agreements in place with neighbor districts to bus transport students
		3.	Temporary METRO cards (public transport.) for all newly identified students

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The identification of homeless and unaccompanied students is an ongoing process. At the beginning of the school year, each student is required to complete a Student Residency Questionnaire (SRQ), which includes information about the student's current living situation. The district social workers work closely with campus registrars to ensure proper completion of SRQs, and they analyze the SRQs to look for information that may suggest the student is homeless or unaccompanied. Furthermore, district counselors are trained to look for common indicators of homelessness, and many homeless students are identified through referrals from counselors, teachers, or other district staff. These referrals are especially helpful to the Homeless Department for situations where a student's living situation changes during the year, and may qualify for homeless services even though they were in a stable environment at the time of their intake or enrollment. The Homeless Department coordinates with the district Accountability Department to closely monitor the attendance of homeless students. If a student is frequently absent and/or tardy, no truancy charges are filed if its due to the student's homelessness or lack of transportation and the social workers immediately engage in interventions with the student/family. Attendance reports are run monthly, and staff continually monitors attendance trends for homeless students throughout the school year. Promotion and graduation rates are tracked in the Texas Student Data System (TSDS) studentGPS Dashboard. Homeless Department staff uses this dashboard to track coding of students and to ensure accurate reporting of identified homeless students. Staff also use the TSDS dashboard to analyze attendance and attendance trends, as well as demographic information on homeless student subpopulations. Alief uses eSchoolPlus (ESP) to enter, track, and analyze academic performance data, including STAAR data and performance data in individual courses. Evaluation of summer programming includes analysis of data in ESP and TSDS, as well as tutorial records and records of other support services maintained by Homeless Department staff. To accurately track special transportation services, Homeless Department staff uses a spreadsheet with tabs for ALC services, bus arrangements with neighbor districts, and METRO cards. Students receiving special transportation services complete a form that is filed in the Homeless Department office.

All data described will be reported to the social workers and to the Director of Counseling, who oversees the Homeless Department. These staff members have the experience and authority to identify and correct any problems with project delivery and work collaboratively throughout the year to do so.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 101-903		Amendment # (for amendments only):		
Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
Annual registrar and staff training to review and retrain school staff to properly identify homeless students	50	Alief ISD Administration Building; Homeless Social Workers and Assistant	Sign-in sheets; Homeless Liaison Assistant	1
Informational resources (posters, flyers, website updates, & church websites) available in the community and schools	70	All Alief ISD campuses, local churches, hotels, and, community websites	Live websites, campus logs; Homeless Social Workers, Homeless Liaison Assistant	1
Collaboration meetings with other districts to ensure transportation is provided to every student and to receive updates on new policies	40	HISD Transportation Building; Alief ISD Transportation Dept. Staff	Sign-in sheets; Special Transportation Department and Homeless staff	2
Collaborate with alternative forms of transportation (Metro, ALC) to provide transportation to homeless students	20	Alief ISD; Homeless Social Workers – Metro, Special Trans. Router - ALC	Spreadsheet with Metro card numbers – Homeless Dept., Special Trans. Router keeps track of ALC routes	2
Monthly attendance reports & conference with campus accountability team(s) to remove barriers to attendance	125	Campus; Homeless Social Worker, Homeless Liaison Assistant	Attendance reports, meetings dates/times/minutes; Homeless Dept. staff	3
Weekly student meetings to ensure that all barriers are removed for attendance	200	Campus; Homeless Social Workers	Activity log, case management notes; Homeless Social Workers	3
Provide summer school services including tutoring, guidance counseling, social services, and snacks	50	Campus; Homeless Social Workers	Sign-in sheets, activity logs, student rosters; Homeless Social Workers	4
Optional tutoring and targeted intervention plans for students who failed a course and/or state assessment	150	Campus; Homeless Social Workers	Student rosters; Homeless Social Workers	4
Leverage community partnerships to receive donations and make appropriate referrals	20	Community; Homeless Social Workers & Homeless Liaison Assistant	Flyers, activity logs; Homeless Social Workers, Homeless Liaison Assistant	5
TEXSHEP funds will be used to buy school supplies and uniforms for a back to school event.	150	Alief ISD Administration Building; Homeless Social Workers	Flyers, activity logs, TEXSHEP receipts; Homeless Social Workers	5

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Agape Bible Church	Provides holiday foods, Christmas gifts for students, and small funding for housing resources.
2.	Communities in Schools	Provides on-campus basic resources, housing resources, food bags, uniforms, and counseling.
3.	AISD Counseling Department	Provides assistance in identifying eligible students and making appropriate referrals to TEXSHEP staff.
4.	Memorial Hermann-Alief	Provides assistance with medical needs for unaccompanied and high school students on campus.
5.	Bee Busy Wellness Center	Provides assistance with medical needs for those students who do not have health coverage, or are unaccompanied.
6.	AISD Transportation Department	Provides special transportation to McKinney-Vento students or routes them through school buses or alternative transportation, such as ALC.
7.	AISD Accountability Department	Provides help in identifying students at risk of truancy or with excessive absences, and makes appropriate referrals to TEXSHEP staff.
8.	Balfour	Provides caps and gowns to our homeless high school seniors.
9.	Operation ID	Provides assistance to students and families trying to obtain a formal identification card or birth records.
10.	Fort Bend Family Promise	Provides transitional housing for women and children.
11.	The Harris Center at Alief Killough Middle School	Provides mental health resources, counseling, and referrals.
12.	County Youth Services	This organization has access to provide shelter for unaccompanied minor students and case management.
13.		
14.		
15.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed use of funds establishes a Homeless Department in Alief ISD. This department is in charge of ensuring that all homeless students are never denied enrollment, and aids the comprehensive process of educating homeless students. The staff trains the registrars every semester at every campus, and all staff that are part of the enrollment, attendance, and counseling process for the students. These trainings allow for a smoother identification of homeless students. The Homeless Department processes all SRQs, identifies eligible students, and codes them to ensure correct identification. The funds from this grant also allow for social workers to be able to meet with all unaccompanied youth on a weekly basis to help them attend school, pass their classes, and graduate on time. The Homeless Department of Alief ISD has been in the district for over a decade due to this grant, and this has made a tremendous difference in ensuring the rights of our students and meeting their needs. TEXSHEP funds also allow for the summer program to run, providing a second opportunity to those students who may have not met standards in classes or assessments. Through dedicated tutors, counselors, and case managers the students are guided through the process, and it also establishes an extra month of services for them during the summer. TEXSHEP funds are essential for the homeless program.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The homeless staff of Alief ISD acknowledges the importance of involving the parents of students in the district. If high school students who are having issues with attendance or grades have their legal guardians with them, the social workers communicate the need for the student to attend school in order to partner with the parent to ensure that the student is able to come to school. The parents are made aware of the resources that are available to their children throughout the school year and through the summer. The staff communicates with those parents who need resources such as transportation, food, and uniforms, in order for the families to be aware of the services that exist to help their child be successful. At the beginning of the school year the staff hosts a back to school event in which school supplies and backpacks are provided for the elementary school aged children who are unable to buy their own supplies. The homeless liaison assistant has daily meetings with parents of children to provide resources and services. Social workers have contact with the school personnel, such as the family liaisons, in order to ensure that proper referrals are made to the Homeless Department so that all parents are aware of their rights and available services.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All of Alief ISD's homeless children and unaccompanied youth are placed in regular education programs, unless they are already accommodated through special education or other special services programs. All students are given the same curriculum to ensure that they receive an educational experience commensurate to their peers. The students are also provided with additional services, such as tutoring, one-on-one counseling, and mentoring to ensure that all barriers are removed from their education. There is no distinction made between the academic career of our homeless students and those who are not homeless. Unaccompanied youth are also provided with the same education and rights as those who have their parents and those who are not homeless. The unaccompanied youth also receive school guidance through the social workers to ensure that their educational and overall needs are being met. All homeless students are treated fairly to provide them with the best education.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Coordination of services for eligible homeless children and unaccompanied youth using Title I set-aside funds is a collaborative effort between the Federal Funds Department and the Homeless Department. District Federal Funds staff work directly with the Homeless Department staff to establish a budget that includes the set-aside, along with goals and objectives for use of these funds to support students. Federal Funds staff performs quarterly formative reviews to monitor progress toward established goals and objectives.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	25,000	Homeless summer program (tutors, social workers, counselor, snacks); required training for social workers; local mileage; materials/supplies for students; transportation, snacks
Planned Set-Aside for 2017–2018	34,752	Homeless summer program (tutors, social workers, counselor, snacks); required training for social workers; local mileage; materials/supplies for students (emergency clothing, instructional supplies, school uniforms); transportation/bus tokens, snacks

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The set-aside amount that supports homeless students is based on the previous year budget, actual expenses, and anticipated needs identified through the needs assessment process. The district requires all campuses to address the needs of the Homeless Department in their Campus Improvement Plan, and central compliance staff monitors those plans. Federal Funds staff work with all departments to ensure understanding of their budget and appropriate use of funds. The District Improvement Plan, available to all staff and community members on the district web site, details the planned use of funds for each department. Homeless services are reflected in the improvement plan under the counseling department. For example, the Homeless Department established the following goals in the 2017-18 improvement plan:

- The attendance rate of homeless students will be within 5% of the attendance rate of non-homeless students.
- The STAAR performance gap between homeless and non-homeless students will be reduced by 50%.
- 100% of identified homeless students requiring special transportation will receive services within 10 days.
- Each social worker will provide services to all identified homeless students and provide emergency services to others as needed.
- A minimum of 50 high school students will receive summer school services.

Each goal is supported by strategies for achieving the goal and expected results/impact on students. The set-aside funds are used to support these goals.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 101-903	Amendment # (for amendments only):
Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- a. Each year all students complete a registration packet that includes a Student Residency Questionnaire (SRQ). All SRQs are submitted to the homeless liaison assistant. Each SRQ is reviewed to determine if the student qualifies for services under McKinney-Vento. Once the student is identified as McKinney-Vento eligible the homeless staff becomes a part of their enrollment process to ensure full enrollment of the student. The student is also coded as homeless in order for the registrar and pertinent staff to be aware of the rights of the student. The students are then protected under our program to be able to enroll without any difficulties.
- b. The district provides training to administrators, nurses, and counselors in recognizing changes in students' living situations. New registrars receive an individual training at the beginning of the year or when they are hired. When changes in addresses are made, the registrar will ask about the living situation to determine if they have become homeless and will advise them of their right to remain in the school of origin. When registrars or attendance clerks notice excessive tardies from a student, they are trained to inquire about their transportation and if anything has changed in their living situation.
- c. Alief provides posters and outreach materials in motels, laundromats, libraries, food banks, apartments, social service agencies, and in every school. The homeless liaison attends community meetings and contacts churches and the continuum of care agencies to seek collaboration in identifying families and youth. Those students who were previously Alief students are contacted to ensure that they were able to enroll at a school or if they need help returning to Alief ISD.
- d. All students, including those in prekindergarten and early childhood programs in Alief, are provided with a registration packet from their school that includes the SRQ. The SRQs are then reviewed by the homeless liaison assistant to determine if the student qualifies for the McKinney-Vento Program. The registrars at each campus are also trained to offer services to these students and make them aware of transportation services that are available to them.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- a. Alief uses educational materials provided by THEO, and NAEHCY in addition to the actual McKinney-Vento law and Fact Sheets. New registrars receive individual training using the materials listed above. General awareness reminders are provided to experienced staff - including counselors, nurses, and administrators - who have been appropriately implementing the McKinney-Vento program. When concerns arise, individual contact is made to retrain staff regarding McKinney-Vento requirements. Staff is always updated of any policy changes and any services that are available to our homeless students. All staff is retrained annually to reinforce of the importance of identifying our homeless students and their needs. Federal Funds Department staff attend the Association for Compensatory Educators of Texas (ACET) Conference each year and share updates and/or changes regarding law, policy, and practice with the Homeless Department.
- b. All Alief staff members who make identification and enrollment decisions have been trained in the requirements of the law and on district policies and procedures regarding homeless students. New staff members are trained individually as they are hired. All homeless staff attend the annual Texas Homeless Network conference to ensure that they are up to date with new policies, new information, and new resources. Confidential information regarding the homeless status of a student is not shared with community service providers who are not employees of the district. We provide the family with the name of outside providers and encourage and assist in making the connection if they choose to do so. Alief staff also collaborates with the Alief Coalition for the Homeless to ensure that they are trained on the rights of the students and ensure that all decisions are made ethically.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Social workers keep a monthly attendance and grade check of all the high school students who are homeless to help prevent any student from failing a class or to intervene if the student has excessive absences. The Homeless Department also collaborates with the Accountability Department to monitor the attendance of all homeless students in elementary, intermediate, middle, and high school. This ensures that whenever a student is at risk of truancy the Homeless Department is notified first in order to intervene before truancy is charged on the student or family. Attendance is a huge component of the student's academic needs, because it then allows for the staff to work with the student on campus. Monitoring attendance is one of the ways that we prevent truancy and ensure that each student's educational needs are met.

Early interventions include tutorials, academic mentoring, and summer programming to help students across all grade levels achieve academic success.

The Counseling Department is another group that the Homeless Department partners with to ensure all homeless students are notified of their academic options. All counselors are trained to identify homeless students, and are therefore properly equipped to aid homeless students in their academic career and help prevent the student from being at risk of failing any course or state assessment.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101-903

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All secondary students have access to a variety of resources through the Homeless Department that directly aid their high school coursework, progress toward graduation, and college and career readiness.

All secondary unaccompanied homeless students have a social worker that attempts to meet with them weekly. Social workers then monitor their grades, attendance, and state assessment scores in order to put in place interventions that help the student succeed academically. The Homeless Department partners with the Counseling Department to ensure that all counselors are able to aid the students with their classes and graduation plans. Social workers offer tutoring services to all students to ensure that they are receiving help with their classes and to ensure grade-level promotion and graduation.

Social workers also meet with all high school students to educate them about college, college level assessments, financial aid resources, and career readiness to ensure that all their goals are met. Social workers also have in place the TEXSHEP summer program in which all homeless high school students are able to attend free of cost. The TEXSHEP summer program provides the students with individual tutoring for their classes and STAAR tests, provides them with individual academic planning with school counselors, and a case manager that ensures that all barriers are removed for the student to be successful.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 101-903		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101-903

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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